



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2008  
Code: 11961463  
SAU: MSAD 01  
School: Eva Hoyt Zippel School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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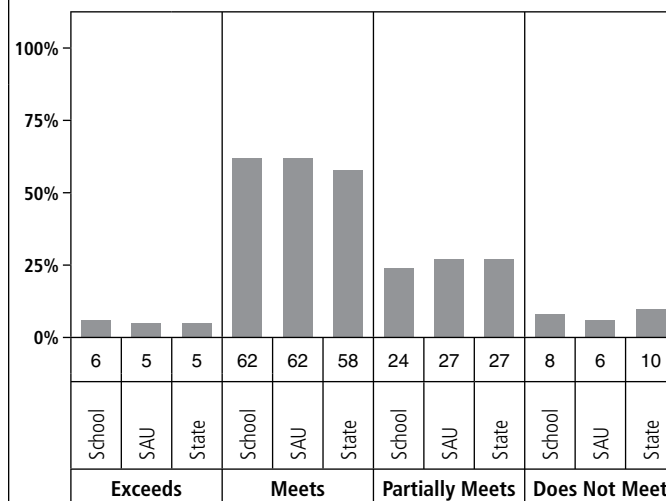
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 5  
SAU: MSAD 01  
School: Eva Hoyt Zippel School

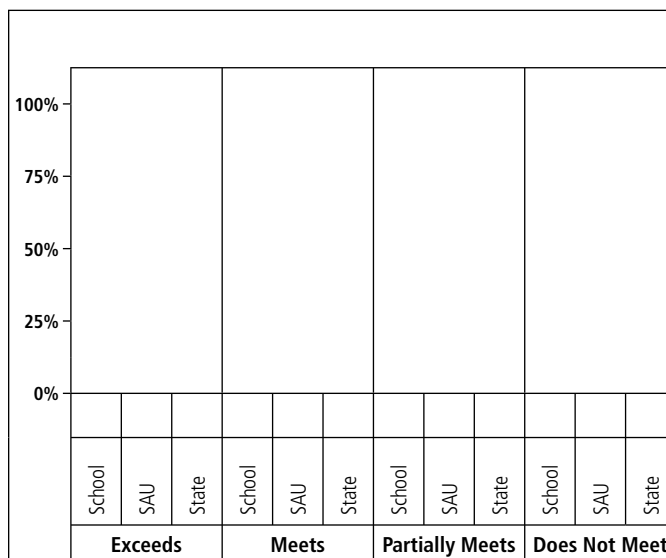
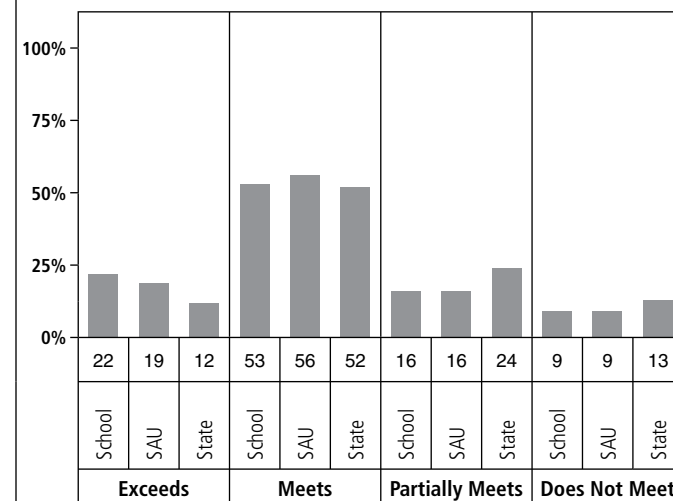
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	544	545	544
2006–2007	545	545	544
<b>2007–2008</b>	<b>546</b>	<b>546</b>	<b>545</b>
Cum. Avg. *	545	545	544
<b>Mathematics</b>			
2005–2006	543	543	543
2006–2007	551	551	546
<b>2007–2008</b>	<b>551</b>	<b>551</b>	<b>546</b>
Cum. Avg. *	549	549	545
<b>ELA – Writing</b>			
2005–2006			
2006–2007	542	542	541
<b>2007–2008</b>	<b>538</b>	<b>537</b>	<b>538</b>
Cum. Avg. *			

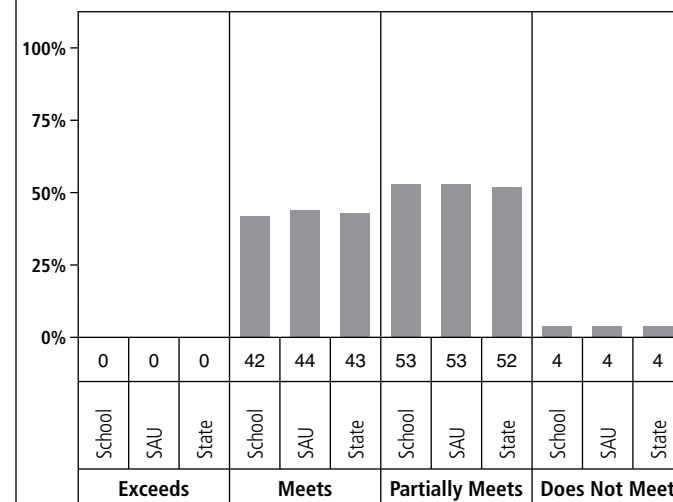
## ELA – READING



## MATHEMATICS



## ELA – WRITING



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 5  
SAU: MSAD 01  
School: Eva Hoyt Zippel School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	119	100	157	100	14240	100	117	99	155	99	14157	100	117	99	155	99	14156	100							117	99	155	99	14107	99
Ethnicity African American/Black	2	2	2	1	404	3	2	100	2	100	396	98	2	100	2	100	398	99							2	100	2	100	388	96
American Indian or Native Alaskan	2	2	2	1	118	1	2	100	2	100	118	100	2	100	2	100	118	100							2	100	2	100	118	100
Asian or Pacific Islander	0	0	0	0	201	1	0	0	0	0	199	99	0	0	0	0	199	99							0	0	0	0	197	98
Hispanic	1	1	2	1	178	1	1	100	2	100	170	97	1	100	2	100	174	99							1	100	2	100	171	97
Caucasian/White	114	96	151	96	13339	94	112	99	149	99	13274	100	112	99	149	99	13267	100							112	99	149	99	13233	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Identified disability	23	19	32	20	2555	18	22	100	31	100	2528	99	22	100	31	100	2526	99							22	100	31	100	2507	99
Current LEP	0	0	0	0	337	2	0	0	0	0	328	97	0	0	0	0	334	99							0	0	0	0	323	96
Economically disadvantaged	62	52	79	50	5574	39	60	98	77	99	5528	99	60	98	77	99	5531	99							60	98	77	99	5504	99
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100							0	0	0	0	5	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	68	57	97	62	11042	78	66	55	95	61	11006	77							80	67	109	69	11127	78
Identified disability (PET/IEP)	3	4	4	4	396	4	3	5	4	4	404	4							6	8	7	6	447	4
LEP	0	0	0	0	144	1	0	0	0	0	141	1							0	0	0	0	147	1
504 plan	0	0	0	0	134	1	0	0	0	0	133	1							0	0	0	0	136	1
Participation with accommodations	48	40	57	36	2974	21	50	42	59	38	3014	21							36	30	45	29	2845	20
Identified disability (PET/IEP)	18	38	26	46	1996	67	18	36	26	44	1986	66							15	42	23	51	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74	3
Other	30	63	31	54	766	26	32	64	33	56	801	27							21	58	22	49	710	25
Participation through alternate assessment (PAAP)	1	1	1	1	136	1	1	1	1	1	136	1							1	1	1	1	135	1
Identified disability (PET/IEP)	1	100	1	100	136	100	1	100	1	100	136	100							1	100	1	100	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	1	1	1	1	19	0	1	1	1	1	23	0							1	1	1	1	27	0
Non-participation – other	1	1	1	1	64	0	1	1	1	1	61	0							1	1	1	1	106	1

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 5  
SAU: MSAD 01  
School: Eva Hoyt Zippel School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	6	6	8	6	721	5
	2006-2007	5	4	8	5	702	5
	<b>2007-2008</b>	<b>7</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>659</b>	<b>5</b>
	Cum. Total*	18	5	23	5	2082	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	48	50	66	51	7571	53
	2006-2007	67	57	88	59	7730	55
	<b>2007-2008</b>	<b>72</b>	<b>62</b>	<b>95</b>	<b>62</b>	<b>8195</b>	<b>58</b>
	Cum. Total*	187	57	249	58	23496	56
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	33	34	47	36	4343	30
	2006-2007	38	32	43	29	4182	30
	<b>2007-2008</b>	<b>28</b>	<b>24</b>	<b>42</b>	<b>27</b>	<b>3800</b>	<b>27</b>
	Cum. Total*	99	30	132	30	12325	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	9	9	9	7	1628	11
	2006-2007	8	7	10	7	1419	10
	<b>2007-2008</b>	<b>9</b>	<b>8</b>	<b>10</b>	<b>6</b>	<b>1362</b>	<b>10</b>
	Cum. Total*	26	8	29	7	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	30.2	62.9	29.9	62.3	29.2	60.8
<b>Literary Text</b>	<b>24</b>	<b>50</b>	15.6	65.0	15.4	64.2	15.0	62.5
<b>Informational Text</b>	<b>24</b>	<b>50</b>	14.6	60.8	14.5	60.4	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 5  
 SAU: MSAD 01  
 School: Eva Hoyt Zippel School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	116	7	6	72	62	28	24	9	8	546	154	5	62	27	6	546	14016	5	58	27	10	545
<b>Ethnicity</b>																						
African American/Black	2										2						388	1	39	34	26	538
American Indian or Native Alaskan	2										2						116	0	44	45	11	541
Asian or Pacific Islander	0										0						197	5	64	23	8	546
Hispanic	1										2						167	2	47	37	14	542
Caucasian/White	111	7	6	70	63	26	23	8	7	546	148	5	63	26	6	546	13148	5	59	27	9	545
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	21	0	0	10	48	8	38	3	14	540	30	0	47	40	13	540	2392	0	26	42	31	536
No	95	7	7	62	65	20	21	6	6	548	124	6	65	24	5	547	11624	6	65	24	5	547
<b>Current LEP</b>																						
Yes	0										0						319	1	36	34	29	537
No	116	7	6	72	62	28	24	9	8	546	154	5	62	27	6	546	13697	5	59	27	9	545
<b>Economically disadvantaged</b>																						
Yes	59	3	5	28	47	20	34	8	14	542	76	4	49	36	12	542	5454	2	48	35	15	541
No	57	4	7	44	77	8	14	1	2	550	78	5	74	19	1	549	8562	7	65	22	6	547
<b>Migrant</b>																						
Yes	0										0						5	0	100	0	0	549
No	116	7	6	72	62	28	24	9	8	546	154	5	62	27	6	546	14011	5	58	27	10	545
<b>Gender</b>																						
Female	60	5	8	38	63	16	27	1	2	548	83	6	64	28	2	548	6766	7	62	24	8	546
Male	56	2	4	34	61	12	21	8	14	544	71	3	59	27	11	543	7250	3	56	30	12	543
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	43	0	0	21	49	16	37	6	14	540	50	0	44	42	14	540	1751	1	35	44	21	538
No	73	7	10	51	70	12	16	3	4	550	104	7	70	20	3	549	12265	5	62	25	8	546
<b>Gifted/talented program</b>																						
Yes	5	3	60	2	40	0	0	0	0	562	5	60	40	0	0	562	464	27	71	2	1	557
No	111	4	4	70	63	28	25	9	8	545	149	3	62	28	7	545	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 5  
SAU: MSAD 01  
School: Eva Hoyt Zippel School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	3	0	0	1	25	2	50	1	25	540	4	0	33	50	17	540	5	2	42	34	22	540
B. less than one hour	41	2	4	31	66	11	23	3	6	545	47	3	64	28	6	545	66	5	60	27	9	545
C. one to two hours	51	5	8	35	59	15	25	4	7	547	45	7	61	26	6	547	26	5	61	26	8	546
D. more than two hours	4	0	0	5	100	0	0	0	0	552	4	0	83	17	0	549	2	3	42	32	23	540
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	37	3	7	29	69	7	17	3	7	548	37	5	68	21	5	548	31	7	63	23	7	547
B. They match some of what I have learned.	54	4	6	39	63	16	26	3	5	546	54	5	62	28	5	546	55	4	61	27	8	545
C. They match just a little of what I have learned.	10	0	0	4	36	5	45	2	18	540	9	0	43	43	14	540	11	2	42	37	19	540
D. There is no match.	0										1	0	0	100	0	540	3	1	30	38	31	536
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	27	5	16	22	71	3	10	1	3	552	25	13	76	8	3	553	30	10	68	16	6	549
B. good	48	2	4	37	67	11	20	5	9	546	49	3	65	24	8	545	53	3	59	29	9	544
C. fair	23	0	0	11	42	13	50	2	8	540	24	0	42	53	6	540	15	1	41	40	18	539
D. poor	3	0	0	2	67	1	33	0	0	542	3	0	50	50	0	541	2	0	23	38	39	534
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	15	1	6	9	53	6	35	1	6	546	13	5	50	40	5	545	17	3	45	32	19	541
B. about the same as my regular schoolwork	66	4	5	49	64	20	26	3	4	547	66	4	64	28	4	547	67	5	62	26	7	546
C. easier than my regular schoolwork	19	2	9	14	64	2	9	4	18	544	21	6	65	16	13	544	16	6	59	26	9	545
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	17	0	0	8	42	7	37	4	21	540	17	0	40	44	16	540	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	55	3	5	43	68	16	25	1	2	547	57	3	66	28	2	546	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	28	4	13	21	66	5	16	2	6	550	26	10	70	15	5	549	31	9	68	18	6	548
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	17	2	10	15	75	2	10	1	5	550	15	9	70	17	4	549	18	8	64	20	8	547
B. 20 minutes to an hour	34	4	10	26	67	7	18	2	5	550	32	8	69	16	6	549	56	5	62	25	7	546
C. less than 20 minutes	17	0	0	11	55	7	35	2	10	542	18	0	54	39	7	543	12	2	50	32	15	542
D. I rarely read at home.	31	1	3	20	56	12	33	3	8	543	35	2	57	36	6	543	13	1	44	38	17	540
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	37	2	5	22	52	14	33	4	10	543	36	4	56	31	9	544	26	3	51	32	14	542
B. six to ten pages	41	2	4	33	70	9	19	3	6	547	38	4	70	21	5	547	28	3	59	28	9	544
C. eleven or more pages	23	3	12	17	65	5	19	1	4	549	27	7	59	32	2	547	47	7	63	23	7	546
<b>Optional school/SAU question</b>																						
A.	0										100	0	100	0	0	554						
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 5  
SAU: MSAD 01  
School: Eva Hoyt Zippel School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	9	9	11	8	1415	10
	2006-2007	28	24	38	26	1711	12
	<b>2007-2008</b>	<b>26</b>	<b>22</b>	<b>30</b>	<b>19</b>	<b>1617</b>	<b>12</b>
	Cum. Total*	63	19	79	18	4743	11
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	41	43	58	45	6503	45
	2006-2007	53	45	67	45	6778	48
	<b>2007-2008</b>	<b>62</b>	<b>53</b>	<b>86</b>	<b>56</b>	<b>7284</b>	<b>52</b>
	Cum. Total*	156	47	211	49	20565	49
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	37	39	48	37	3945	28
	2006-2007	31	26	36	24	3884	28
	<b>2007-2008</b>	<b>18</b>	<b>16</b>	<b>24</b>	<b>16</b>	<b>3341</b>	<b>24</b>
	Cum. Total*	86	26	108	25	11170	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	9	9	13	10	2434	17
	2006-2007	6	5	8	5	1683	12
	<b>2007-2008</b>	<b>10</b>	<b>9</b>	<b>14</b>	<b>9</b>	<b>1778</b>	<b>13</b>
	Cum. Total*	25	8	35	8	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>15</b>	<b>31</b>	9.8	65.3	9.7	64.7	9.0	60.0
<b>Cluster 2: Shape and Size</b>	<b>14</b>	<b>29</b>	8.6	61.4	8.3	59.3	7.5	53.6
<b>Cluster 3: Mathematical Decision Making</b>	<b>5</b>	<b>10</b>	2.8	56.0	2.8	56.0	2.2	44.0
<b>Cluster 4: Patterns</b>	<b>14</b>	<b>29</b>	9.6	68.6	9.6	68.6	8.4	60.0

- Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement
- Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability
- Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 5  
 SAU: MSAD 01  
 School: Eva Hoyt Zippel School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	116	26	22	62	53	18	16	10	9	551	154	19	56	16	9	551	14020	12	52	24	13	546
<b>Ethnicity</b>																						
African American/Black	2										2						392	5	33	32	31	537
American Indian or Native Alaskan	2										2						116	5	42	31	22	540
Asian or Pacific Islander	0										0						198	16	59	15	11	549
Hispanic	1										2						173	5	45	30	20	541
Caucasian/White	111	26	23	59	53	16	14	10	9	552	148	20	56	15	9	551	13141	12	53	24	12	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	21	2	10	9	43	4	19	6	29	540	30	10	40	27	23	541	2390	2	29	34	35	534
No	95	24	25	53	56	14	15	4	4	554	124	22	60	13	6	553	11630	13	57	22	8	548
<b>Current LEP</b>																						
Yes	0										0						330	4	36	27	33	536
No	116	26	22	62	53	18	16	10	9	551	154	19	56	16	9	551	13690	12	52	24	12	546
<b>Economically disadvantaged</b>																						
Yes	59	7	12	34	58	11	19	7	12	547	76	9	61	17	13	547	5461	5	46	30	19	541
No	57	19	33	28	49	7	12	3	5	555	78	29	51	14	5	554	8559	16	56	20	9	549
<b>Migrant</b>																						
Yes	0										0						5	0	60	40	0	544
No	116	26	22	62	53	18	16	10	9	551	154	19	56	16	9	551	14015	12	52	24	13	546
<b>Gender</b>																						
Female	60	11	18	36	60	8	13	5	8	551	83	17	60	13	10	550	6767	11	51	24	13	546
Male	56	15	27	26	46	10	18	5	9	552	71	23	51	18	8	551	7253	12	52	23	13	546
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	43	1	2	25	58	14	33	3	7	544	50	2	54	32	12	543	1755	1	37	39	23	538
No	73	25	34	37	51	4	5	7	10	555	104	28	57	8	8	554	12265	13	54	22	11	547
<b>Gifted/talented program</b>																						
Yes	5	5	100	0	0	0	0	0	0	575	5	100	0	0	0	575	464	58	40	2	0	564
No	111	21	19	62	56	18	16	10	9	550	149	17	58	16	9	550	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 5  
SAU: MSAD 01  
School: Eva Hoyt Zippel School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	3	0	0	2	50	1	25	1	25	541	4	0	50	33	17	541	5	6	39	29	25	539
B. less than one hour	41	8	17	27	57	9	19	3	6	551	47	14	63	18	6	551	66	12	52	24	12	546
C. one to two hours	51	16	27	30	51	7	12	6	10	552	45	26	51	12	12	551	26	12	55	23	11	547
D. more than two hours	4	2	40	3	60	0	0	0	0	560	4	33	50	0	17	554	2	9	37	25	29	539
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	51	16	27	37	63	5	8	1	2	555	48	23	66	7	4	554	38	16	56	19	8	549
B. They match some of what I have learned.	42	9	19	22	46	10	21	7	15	547	42	17	48	20	14	548	48	9	53	26	12	545
C. They match just a little of what I have learned.	3	1	25	1	25	1	25	1	25	545	6	22	22	44	11	546	10	6	37	32	24	539
D. There is no match.	3	0	0	2	50	1	25	1	25	545	4	0	67	17	17	547	3	3	24	29	45	532
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	25	14	48	11	38	2	7	2	7	558	25	41	49	5	5	558	31	24	54	14	8	552
B. good	40	10	22	29	63	6	13	1	2	554	37	21	65	12	2	554	47	8	55	25	12	545
C. fair	24	2	7	15	54	5	18	6	21	543	27	5	54	22	20	543	19	2	43	35	20	539
D. poor	10	0	0	7	58	4	33	1	8	544	10	0	50	31	19	541	3	1	26	38	36	533
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	13	2	13	8	53	3	20	2	13	547	14	10	48	29	14	545	18	5	42	30	22	540
B. about the same as my regular schoolwork	65	19	25	40	53	10	13	6	8	552	64	24	56	12	8	551	66	11	55	23	11	547
C. easier than my regular schoolwork	22	5	20	14	56	4	16	2	8	553	22	15	62	15	9	552	17	20	51	19	10	549
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	20	3	13	10	43	6	26	4	17	545	26	10	43	30	18	545	21	10	48	26	16	544
B. two or three days a week	48	12	22	29	53	9	16	5	9	551	47	19	60	13	8	551	36	13	54	23	10	547
C. two or three times each month	27	10	32	18	58	2	6	1	3	556	22	33	58	6	3	556	27	12	54	23	11	547
D. never or almost never	5	1	17	5	83	0	0	0	0	554	5	13	88	0	0	554	15	10	49	25	16	544
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	4	0	0	3	60	1	20	1	20	543	10	7	67	13	13	550	7	12	44	25	19	543
B. two or three days a week	43	8	16	28	56	9	18	5	10	548	44	13	60	16	10	548	30	13	53	23	11	547
C. two or three times each month	42	12	25	27	56	5	10	4	8	553	36	24	55	13	9	552	34	12	54	23	10	547
D. never or almost never	10	6	50	4	33	2	17	0	0	559	10	47	33	20	0	557	29	9	50	25	16	544
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	5	1	17	4	67	1	17	0	0	553	5	13	63	25	0	551	7	7	40	25	28	539
B. 30–45 minutes	33	6	16	20	53	6	16	6	16	548	31	13	50	21	17	547	31	7	49	29	15	543
C. 45–60 minutes	30	6	18	18	53	6	18	4	12	548	29	18	57	16	9	549	40	12	55	23	10	547
D. more than 60 minutes	32	13	35	20	54	4	11	0	0	557	35	28	60	8	4	555	23	18	54	19	9	549
<b>Optional school/SAU question</b>																						
A.	0										100	0	100	0	0	554						
B.	0										0											
C.	0										0											
D.	0										0											

# ELA-WRITING RESULTS

Test Date: March 2008  
Grade: 5  
SAU: MSAD 01  
School: Eva Hoyt Zippel School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	1 0	1 0	3 0	2 0	260 46	2 0
<b>Meets the Standards</b> – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	73 49	62 42	87 67	58 44	7844 6041	56 43
<b>Partially Meets the Standards</b> – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	44 62	37 53	59 81	40 53	5365 7330	38 52
<b>Does Not Meet the Standards</b> – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	0 5	0 4	0 6	0 4	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Writing (Standards F &amp; G)</b>	<b>20</b>	<b>100</b>	10.7	53.5	10.6	53.0	10.7	53.5
<b>Stylistic and Rhetorical Aspects of Writing (Standard G)</b>	<b>12</b>	<b>60</b>	5.5	45.8	5.5	45.8	5.6	46.7
<b>Standard English Conventions (Standard F)</b>	<b>8</b>	<b>40</b>	5.2	65.0	5.1	63.8	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-WRITING RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 5  
SAU: MSAD 01  
School: Eva Hoyt Zippel School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	116	0	0	49	42	62	53	5	4	538	154	0	44	53	4	537	13972	0	43	52	4	538
<b>Ethnicity</b>																						
African American/Black	2										2						382	0	31	57	11	534
American Indian or Native Alaskan	2										2						116	0	28	66	6	534
Asian or Pacific Islander	0										0						196	2	55	42	2	541
Hispanic	1										2						170	0	29	62	9	535
Caucasian/White	111	0	0	49	44	57	51	5	5	538	148	0	45	51	4	538	13108	0	44	52	4	538
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	21	0	0	2	10	15	71	4	19	528	30	0	10	73	17	529	2372	0	12	72	16	529
No	95	0	0	47	49	47	49	1	1	540	124	0	52	48	1	539	11600	0	50	48	1	539
<b>Current LEP</b>																						
Yes	0										0						319	0	30	58	12	533
No	116	0	0	49	42	62	53	5	4	538	154	0	44	53	4	537	13653	0	44	52	4	538
<b>Economically disadvantaged</b>																						
Yes	59	0	0	18	31	38	64	3	5	535	76	0	33	63	4	535	5435	0	32	61	7	535
No	57	0	0	31	54	24	42	2	4	541	78	0	54	42	4	540	8537	0	50	47	2	539
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	538
No	116	0	0	49	42	62	53	5	4	538	154	0	44	53	4	537	13967	0	43	52	4	538
<b>Gender</b>																						
Female	60	0	0	32	53	28	47	0	0	540	83	0	55	45	0	540	6750	1	55	43	2	540
Male	56	0	0	17	30	34	61	5	9	535	71	0	30	62	8	534	7222	0	33	61	6	535
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	43	0	0	8	19	33	77	2	5	534	50	0	16	80	4	534	1745	0	26	69	5	534
No	73	0	0	41	56	29	40	3	4	540	104	0	57	39	4	539	12227	0	46	50	4	538
<b>Gifted/talented program</b>																						
Yes	5	0	0	5	100	0	0	0	0	549	5	0	100	0	0	549	464	2	74	23	0	545
No	111	0	0	44	40	62	56	5	5	537	149	0	42	54	4	537	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-WRITING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 5  
 SAU: MSAD 01  
 School: Eva Hoyt Zippel School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	3	0	0	2	50	1	25	1	25	530	4	0	33	33	33	527	5	0	29	57	14	533
B. less than one hour	41	0	0	20	43	24	51	3	6	538	47	0	47	49	4	538	66	0	44	52	3	538
C. one to two hours	51	0	0	25	42	33	56	1	2	538	45	0	42	57	1	538	26	0	45	52	3	538
D. more than two hours	4	0	0	2	40	3	60	0	0	536	4	0	33	67	0	534	2	0	28	60	12	533
<b>Which of the following best describes how you rate yourself as a writer?</b>																						
A. very good	22	0	0	13	52	11	44	1	4	541	21	0	56	41	3	541	25	1	54	42	3	540
B. good	44	0	0	29	57	21	41	1	2	539	42	0	54	45	2	539	50	0	46	51	3	538
C. fair	28	0	0	7	22	22	69	3	9	534	28	0	26	67	7	534	22	0	29	65	6	535
D. poor	6	0	0	0	0	7	100	0	0	534	8	0	23	69	8	533	3	0	18	63	19	530
<b>How difficult was the writing part of this test?</b>																						
A. harder than my regular schoolwork	11	0	0	2	17	8	67	2	17	529	11	0	24	59	18	531	14	0	33	56	10	535
B. about that same as my regular schoolwork	58	0	0	29	45	33	51	3	5	538	60	0	48	49	3	538	65	0	45	52	3	538
C. easier than my regular schoolwork	32	0	0	18	50	18	50	0	0	540	29	0	45	55	0	540	21	0	45	51	4	538
<b>Optional school/SAU question</b>																						
A.	0										100	0	100	0	0	542						
B.	0										0											
C.	0										0											
D.	0										0											